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The Rational Elementary Arithmetic. By. H. H. BELFIELD AND SARAH C. BROOKS. Pp. viii, 268. *The Rational Grammar School Arithmetic.* By GEO. W. MYERS AND SARAH C. BROOKS. Pp. viii, 405. Chicago: Scott, Foresman & Co., 1903.

ONE must have a pretty good reason for putting a new arithmetic upon the already overcrowded text-book market. In this two-book series the authors have attempted to touch the real in the life of the pupil and so anticipate his needs, and to develop the subject in a progressive manner so as to adapt it to the child's unfolding powers. An effort has been made to put into effect the recommendations of the Committees of Ten and Fifteen, and to arrange the subject-matter in harmony with the latest and best theories.

The making of a helpful and usable text-book in number, preceding the grammar grades, is not an easy task. Of all the books of this character on the market, those that are really of some value are few in number. The first book of this series is a clear, straightforward development of the subject. The preface gives an intelligent understanding of the book, and the introduction clearly sets forth the essential points in the teaching of it. The idea that the child should do the thinking, form the combinations, work out the tables, construct the figures by means of concrete material, is of course the right one, but in ordinary practice the teacher does the most of it. The work in this book is arranged in such a way that the child can really do these things. There are other commendable features, such as drawing to scale and good drill exercises. In these days we pay so much attention to the development of a lesson that we are led to minimize the value of the drill. The fundamental combinations should be made automatic.

The second book of the series is very suggestive and thoughtful, being rich in materials and problems drawn from a wide area.

Arithmetic, constructive geometry, and algebra are correlated in a very satisfactory manner, and the book is adapted to the needs of pupils who expect to go through high school, as well as to those who are compelled to leave school at the end of the eighth year. It is intensely practical and deals with almost every problem in one's environment. While it is a radical departure from the ordinary grammar-school text, yet it is none the less workable. As in the first book, emphasis is put upon what the *pupil* can do in estimating and measuring magnitudes. Much of the material in the book has inherent interest and value, and is not used simply for the sake of illustration. There is no good reason why informal algebra should not be used to a greater extent in grammar-school arithmetic, and it is gratifying to note that algebra is employed advantageously here. The book has been written with a mathematical discrimination that is accurate, and with a knowledge of pedagogy that justly entitles the authors to the use of the word "rational."

The series is an excellent one and a real contribution to the literature of the subject.

GEORGE H. HOWE.

ILLINOIS STATE NORMAL UNIVERSITY
Department of Mathematics.